



Hickory Tavern Elementary

163 Neely Ferry Road
Gray Court, South Carolina

Grades	PK-5 Elementary School	
Enrollment	509 Students	
Principal	Mary Ann Crouch	864-575-2126
Superintendent	Edgar C. Taylor	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Good	At-Risk
2004	Good	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

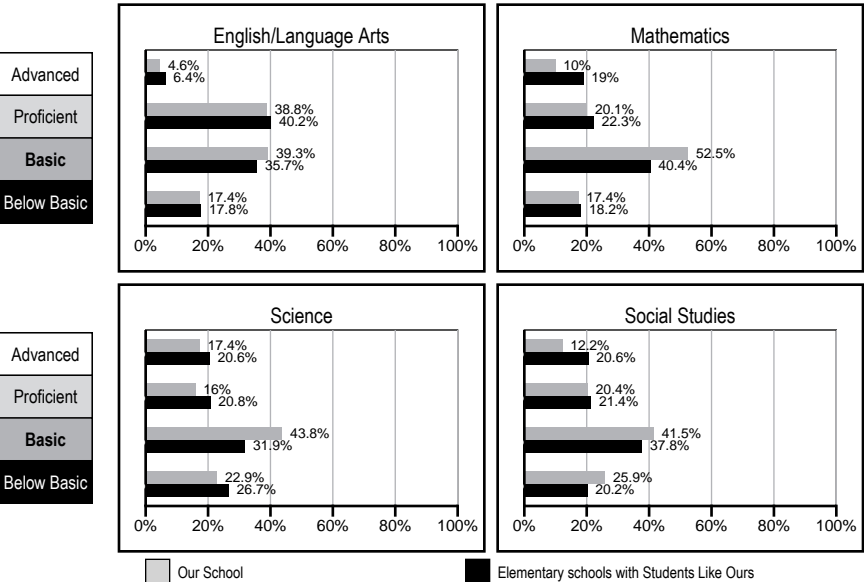
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	18	62	4	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=509)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.4%	No Change	2.3%	2.3%
Attendance rate	96.1%	Up from 95.3%	96.3%	96.3%
Eligible for gifted and talented	9.4%	Down from 11.1%	12.1%	10.4%
With disabilities other than speech	8.7%	Up from 6.5%	8.2%	7.5%
Older than usual for grade	0.8%	Down from 2.4%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	51.6%	Up from 50.0%	56.0%	56.7%
Continuing contract teachers	77.4%	Down from 89.3%	78.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.8%	Up from 84.6%	87.7%	86.4%
Teacher attendance rate	94.7%	Up from 94.1%	95.3%	94.9%
Average teacher salary	\$44,255	Up 8.7%	\$45,414	\$45,345
Professional development days/teacher	17.9 days	Up from 17.2 days	12.0 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	No Change	18.9 to 1	18.5 to 1
Prime instructional time	89.2%	Up from 88.3%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,624	Up 2.0%	\$6,520	\$7,052
Percent of expenditures for instruction*	63.2%	Down from 63.7%	69.7%	69.1%
Percent of expenditures for teacher salaries*	60.1%	Up from 58.0%	65.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Our students, parents, and teachers joined together at Hickory Tavern Elementary on a “Learning Safari” during 2007-2008. The Safari involved the establishment of individual goals for both students and classes. As these goals were met, we celebrated each achievement. Additionally, the School Improvement Council focused its attention on increasing parent involvement and communication. The council sought parental input concerning single-gender classes, school uniforms, and a PTO, some of which are planned for implementation in the 2008-2009 school year.

Student initiatives included the Related Arts programs, which provided students with stimulation for both their physical needs and artistic desires. Our physical education coaches promoted good health choices throughout the day. Fourth and fifth grade students had the opportunity to audition for chorus for the first time. The school was represented in the community as the chorus performed at nursing homes and other community events. The twelfth annual Arts Day was sponsored by the art department, which exposed our students to the expertise of various artists and cultural events. We are also proud to have had students recognized in the SC Salute to Manufacturing Art Contest and the National Transportation Week Poster Contest.

HTE’s focus on learning and individual improvement was not limited to our students. Our faculty participated in district sponsored professional development courses focusing on specific academic needs in all content areas, professional learning teams, Best Practice Seminars, book studies, conferences, and workshops. Our literacy and science coaches strategically worked with teachers to improve standards-based instruction. Augmenting these initiatives, Title I funds enhanced student learning by providing a Reading Recovery teacher, a computer lab assistant, and an Instructional Coach. We also purchased classroom materials to support our strategic plan.

Initiatives to develop a strong partnership with our parents and community were rewarded as we saw an increase in parental involvement in a wide range of school activities, such as our Parent Volunteer Training Program, Morning Muffins with Parents, Awards Days, Field Day, Family Nights, and Character Education Workshops.

In keeping with our mission statement at Hickory Tavern Elementary School, we have made achievement our priority and have expected all students to meet or exceed national, state, and district standards. Our parents, teachers, and community will continue to work together to improve the education of every child at our school.

Mary Ann Crouch, Principal
Ellen Armstrong, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	52	50
Percent satisfied with learning environment	100.0%	86.5%	93.9%
Percent satisfied with social and physical environment	100.0%	84.3%	92.0%
Percent satisfied with school-home relations	93.9%	94.2%	89.8%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 14 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	235	100	17.4	39.3	38.8	4.6	56.6	46	48.2	Yes	Yes
Gender											
Male	116	100	24.8	40.4	32.1	2.8	45.9	38.2	41.7	N/A	N/A
Female	119	100	10	38.2	45.5	6.4	67.3	54.5	55	N/A	N/A
Racial/Ethnic Group											
White	216	100	16.7	38.9	39.4	4.9	58.1	52.6	60	Yes	Yes
African American	11	100	30	40	30	0	30	33.6	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	37.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	40	100	51.4	35.1	10.8	2.7	24.3	13.3	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	127	100	18.8	47	31.6	2.6	48.7	38.4	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	235	100	17.4	52.5	20.1	10	44.3	41.6	45.8	Yes	Yes
Gender											
Male	116	100	22.9	51.4	14.7	11	43.1	42.1	45.6	N/A	N/A
Female	119	100	11.8	53.6	25.5	9.1	45.5	40.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	216	100	16.7	52.2	20.7	10.3	45.8	48.1	59	Yes	Yes
African American	11	100	40	50	10	0	20	26.8	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	44.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	40	100	45.9	40.5	10.8	2.7	18.9	14.6	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	46	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	127	100	24.8	47.9	15.4	12	37.6	34.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	154	100	22.9	43.8	16	17.4	33.3	23.6	35.7	96.1	96
Gender											
Male	73	100	25.4	40.3	17.9	16.4	34.3	24.6	37.4	95.8	96
Female	81	100	20.8	46.8	14.3	18.2	32.5	22.5	33.8	96.3	96
Racial/Ethnic Group											
White	140	100	20.3	45.1	16.5	18	34.6	30.9	49.2	95.9	95.8
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	10.6	17	96.5	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.8	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	11.2	24.9	98.6	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.6
Disability Status											
Disabled	27	100	41.7	45.8	4.2	8.3	12.5	9.7	14	94.5	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	93.1
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	12.8	24.4	98.5	97.1
Socio-Economic Status											
Subsided meals	79	100	31.5	38.4	13.7	16.4	30.1	17.4	21.1	95.4	95.6

Social Studies

All Students	157	100	25.9	41.5	20.4	12.2	32.7	21.4	34	96.1	96
Gender											
Male	78	100	26.7	34.7	21.3	17.3	38.7	25.6	36.6	95.8	96
Female	79	100	25	48.6	19.4	6.9	26.4	16.8	31.3	96.3	96
Racial/Ethnic Group											
White	144	100	25	41.2	22.1	11.8	33.8	25.9	44.5	95.9	95.8
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	11.9	19.1	96.5	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.8	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	17.6	27.5	98.6	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.6
Disability Status											
Disabled	23	100	60.9	26.1	8.7	4.3	13	13	14.4	94.5	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	93.1
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	18	27.3	98.5	97.1
Socio-Economic Status											
Subsided meals	82	100	26.3	42.1	18.4	13.2	31.6	16.4	21	95.4	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	70	100	9	25.4	53.7	11.9	65.7
	4	87	98.9	17.9	40.5	39.3	2.4	41.7
	5	73	100	20.6	36.8	36.8	5.9	42.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	70	100	6.2	29.2	52.3	12.3	64.6
	4	76	100	13.9	36.1	48.6	1.4	50
	5	89	100	29.3	50	19.5	1.2	20.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	70	100	13.4	37.3	31.3	17.9	49.3
	4	87	100	25.9	37.6	23.5	12.9	36.5
	5	73	100	20.6	44.1	23.5	11.8	35.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	70	100	13.8	52.3	15.4	18.5	33.8
	4	76	100	12.5	55.6	25	6.9	31.9
	5	89	100	24.4	50	19.5	6.1	25.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	35	100	21.2	42.4	18.2	18.2	36.4
	4	87	100	34.1	32.9	12.9	20	32.9
	5	37	100	32.4	20.6	20.6	26.5	47.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	25	37.5	25	12.5	37.5
	4	76	100	18.1	45.8	19.4	16.7	36.1
	5	43	100	30	45	2.5	22.5	25
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	34	100	12.1	30.3	36.4	21.2	57.6
	4	87	100	29.4	43.5	10.6	16.5	27.1
	5	36	100	29.4	35.3	8.8	26.5	35.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	15.2	39.4	24.2	21.2	45.5
	4	76	100	18.1	44.4	26.4	11.1	37.5
	5	46	100	47.6	38.1	7.1	7.1	14.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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